



STUDENT PACKET

GRADES 9-12

Jane Eyre

Charlotte Brontë



READ, WRITE, THINK, DISCUSS AND CONNECT

Jane Eyre

Charlotte Bronte

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

torpid (40)	diffidence (41)	antipathy (42)	subjoined (43)
ignominy (44)	influx (45)	opprobrium (47)	duplicity (50)
unwonted (52)	emulation (57)	indefatigable (77)	inanition (77)
benignant (79)	animadversion (85)	slatternly (86)	assiduity (89)
truculent (90)	cumbrous (91)		

Directions

Each member of a small group chooses several words from the list above. After examining how the words are used in context, complete word maps for each and explain your finished maps to others in your group.

Synonyms _____ _____ _____ _____	Antonyms _____ _____ _____ _____
Word: _____	
Definition in Your Own Words: _____ _____ _____	Picture, Diagram, or Memory Device for Your Word:
Word Used in a Sentence: _____ _____ _____	

Name _____

Directions

Suppose that you are “Gabby”—a syndicated advice columnist. You receive this letter:

Dear *Gabby*,

I read your column every day and enjoy it a great deal. I never thought in a million years that I would be one of those writing to you for advice—I’m usually the one people turn to with their problems. I’m in a real pickle now, though, and I have nowhere else to turn, so here goes. The man I’m in love with also happens to be my boss—a man twice my age—but that isn’t the problem. (I can handle the fact that he’s my employer and that he’s so much older, even if others can’t.) The problem is that he’s married. We were engaged to be married—made it to the altar, in fact. Then—WHAM—just like in the movies, someone stopped the ceremony with the news that my husband-shortly-to-be had a wife! To make a long story short, soon after meeting the wife—a violent, psychotic woman—I left the guy. Now I’ve met someone else—handsome, intelligent, refined—and he has asked me to marry him and go off to India to do missionary work with him. There’s just one hitch: I don’t love him and he doesn’t love me. I’m still in love with that would-be bigamist. What should I do?

Plain Jane

In a small group, brainstorm possible actions Jane might take and weigh the pros and cons of each. (A chart for organizing your ideas is shown below.) Then write a letter of advice to Jane, using evidence from the completed chart.

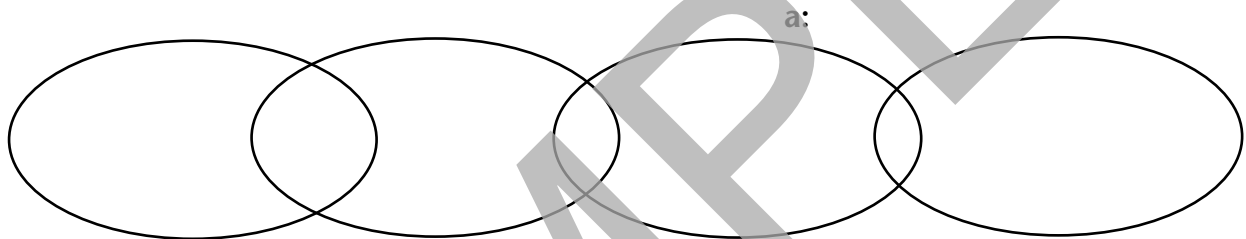
<p>Choice #1:</p> <p>_____</p> <p>_____</p> <table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 50%;">Pros</th><th style="width: 50%;">Cons</th></tr></thead><tbody><tr><td style="height: 100px;"> </td><td> </td></tr></tbody></table>	Pros	Cons			<p>Choice #2:</p> <p>_____</p> <p>_____</p> <table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 50%;">Pros</th><th style="width: 50%;">Cons</th></tr></thead><tbody><tr><td style="height: 100px;"> </td><td> </td></tr></tbody></table>	Pros	Cons			<p>What should Jane do?</p>
Pros	Cons									
Pros	Cons									
<p>Choice #3: _____</p> <p>Pros:</p> <p>_____</p> <p>Cons:</p> <p>_____</p>										

Name _____

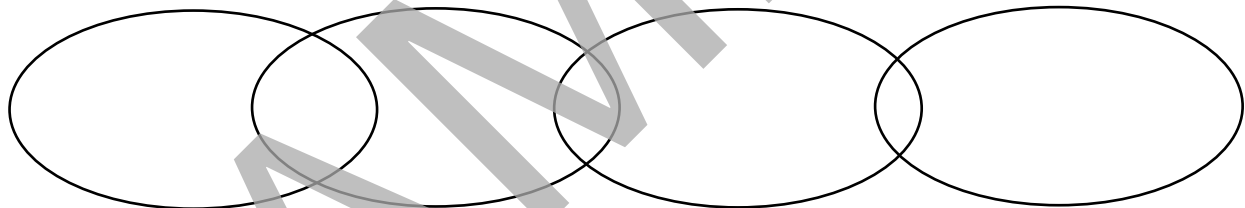
In literature and drama, the plot often is carried along by the causes and effects of decisions made by the characters. Had the characters made an alternate decision—or had a particular coincidence not occurred—the plot would have turned in a different direction. Even small decisions—or coincidences—can have a great impact on later events.

Directions

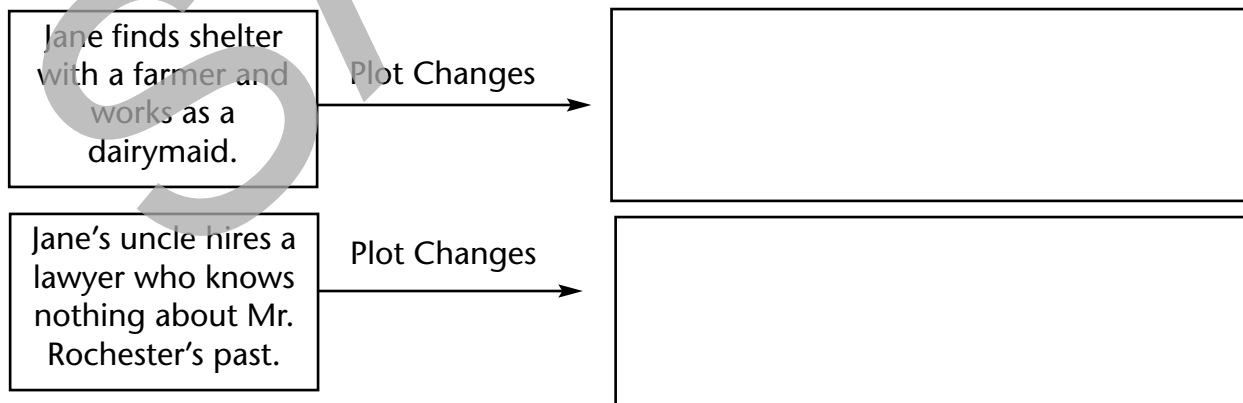
In a small group discussion, discuss two coincidences that occur in the story: (a) the one leading to Jane’s discovery that St. John and his sisters are her cousins, and (b) the one leading to Jane’s uncle’s discovery that his niece is preparing to marry a man who is already married. Talk about the cause-effect chain that leads to each discovery, and summarize the causes and effects below.



b:



Speculate about how the story would have been different without these coincidental events. For instance—



Name _____

Jane Eyre
Activity #19: Writing Response
Use During/After Reading

In the novel, we do not see how Mr. Rochester reacts when he discovers that Jane has left (following the aborted wedding ceremony). In this exercise, you will write a monologue for Mr. Rochester that reveals what he thinks and feels when he finds that Jane is gone.

Pre-Writing

Teacher or group leader:

“Take a few minutes to relax and imagine the events of the previous day. Recreate the wedding scene. Picture the interior of the church. Who is there? What is the lighting like? Walk through the scene with the strangers as they walk up to Jane and Mr. Rochester. Can you hear what they say? Notice the angry expression on Mr. Rochester’s face...follow him as he leads you to the room where Bertha is kept. Can you see how tall she is? What does she do? How does Mr. Rochester react? Can you hear what he is telling Jane and the others about her?...Now follow him later as he goes to sit in front of Jane’s room. What is he waiting for? What does he think about as he waits? Notice their expressions as Jane awakens and sees him. Where do they go to talk? Can you hear their conversation?...Now watch as Mr. Rochester throws himself on the sofa and sobs. Do you see Jane kneel to kiss his cheek? Do you hear her tone as she says “Farewell” and leaves him?...Let the happenings flow in your mind until you realize how the events of the following morning take shape....Put yourself in Mr. Rochester’s shoes....How do you learn that Jane is gone—not just late in rising? How do you react? How do you feel? What do you remember about the previous day? What do you think about? Now return to the here and now, pick up your pen, and take a few minutes to make some notes about what you have just seen, heard, felt, and thought about.”

Assignments

1. Do an oral improvisation of the scene. Speak your thoughts aloud, as in a stage soliloquy. (You might find it helpful to tape the improvisation and play it back for discussion.)
2. Transcribe your improvisation onto paper. As you write, think about Mr. Rochester’s way of thinking, his speech patterns, his feelings toward Jane, and the way he has acted in the past when angered or disappointed.
3. Perform the monologue, complete with gestures, for others who have read the novel. Have them comment on how believable your monologue sounds. Are the thoughts themselves—and the words which you have chosen to convey them—consistent with Mr. Rochester as we know him from the novel? Is that the way you would expect Mr. Rochester to act?